

Investigation on the current situation of quality and balanced development of compulsory education in Liangshan Prefecture and countermeasures

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Abstract: The development of compulsory education in counties in ethnic minority areas should not only stabilize the achievements of the basic and balanced era, but also shoulder the educational task proposed in the era of high quality and balance. All 17 counties and cities in Liangshan Prefecture have passed the national supervision and evaluation of balanced development of compulsory education, and gradually moved towards quality and balanced development. In this process, many schools still have problems such as large gap in running conditions, insufficient number of high-quality teachers, imperfect teacher guarantee work, and lack of family education. According to the actual situation of Liangshan Prefecture, targeted countermeasures and suggestions are put forward, hoping to contribute to the high-quality development of compulsory education in Liangshan Prefecture.

Key words: county compulsory education; basic balance; quality balance; education economy and management

1. Development direction of compulsory education in China

Party and the state in the early gradually established by the primary education not core education development goals, from 1985 proposed a 9 years of compulsory education system to 2001 basically complete nine-year compulsory education popularization goal, 15 years of rapid development, show our country attaches great importance to the compulsory education at the same time, also derived some new problems, including unbalanced development as the core. In 2001, the tenth Five-Year Plan for National Education put forward the development plan of “striving to achieve the relatively balanced development of education among regions”. In 2010, China formulated the Outline of the National Medium-and Long-term Education Reform and Development Plan (2010-2020) (hereinafter referred to as the Outline). The Outline clearly points out that we should take the lead in achieving balanced development between urban and rural areas in counties (districts), and gradually promote it in a larger scope. In 2015, the Notice on Further Improving the Funding Guarantee Mechanism for Compulsory Education in Urban and Rural Areas, and the Several Opinions on Promoting the Integrated Reform and Development of Urban and Rural Compulsory Education in Counties issued by the State Council in 2016 are policies issued to narrow the development gap between urban and rural compulsory education at the county level. By the end of December 2019, a total of 2,767 counties (19 fewer due to administrative division adjustment) had passed the national recognition, accounting for 95.32%; 23 provinces (autonomous regions and municipalities) had passed the overall recognition. In the face of 2035 education modernization power, developed areas compulsory education development overall good, ethnic minority areas and lacking in Liangshan prefecture, for example, there are still school conditions gap, insufficient quality teachers, teachers security work, lack of family education problems greatly restricted the local compulsory education quality balanced development and the realization of urban and rural integration, must for Liangshan prefecture compulsory education period of existing problems, and explore the practical and effective solutions.

2. The realistic dilemma of high-quality and balanced development of compulsory education in county level

To achieve the high-quality and balanced development of education among the counties in ethnic minority areas, We should strive to achieve a reasonable school-level hardware and software gap, a sufficient number of quality teachers, and a reasonable teacher structure, The quality balance of compulsory education in county level includes four general directions: resource allocation, government guarantee level, education quality and social recognition, According to the index, a field survey was conducted on the two middle schools in the county and town, The specific research indicators mainly include seven aspects, such as teacher education, backbone teachers, the number of physical education and art teachers, school teaching assistance area and equipment construction, the number of class students, teacher welfare, curriculum development and so on, Combined with the results of interviews with multiple frontline teachers and school administrators, There are still problems to be solved in the quality and balanced development of compulsory education in M County, Liangshan Prefecture, such as large gap in school running conditions, school curriculum development and insufficient number of high-quality teachers, lack of teacher guarantee system, and special learning situation of local students.

1. School conditions are greatly

At present, the unreasonable allocation of educational resources in China is mainly in the following aspects: regional differences, urban and rural differences, school grade differences, etc. Regional differences are mainly due to the limitation of the economic development level in each region, which leads to the large difference in the allocation of educational resources, cultural resources and educational facilities. Due to the difference between urban and rural areas, the economic development concept of the first rich driving the second rich is contrary to the development concept of compulsory education. The difference of school grades is mainly divided into two grades, which are the difference between key schools and ordinary schools. Generally, the gap caused by the unbalanced distribution of educational resources caused by the

enrollment rate of key schools is closely related.

“People go to the top, water flows to the lower place” belongs to the normal phenomenon of the continuous development of the society, but this phenomenon is particularly serious in the teachers in ethnic minority areas. In M County, Liangshan Prefecture, counties in the same county and township schools with convenient transportation, generally have sufficient teachers and high educational level of teachers. They also do a good job in the placement of modern teaching equipment, with complete basic teaching land area and professional classroom equipment and instruments. On the contrary, the remote or local residents live scattered rural schools is difficult to attract high quality teachers, existing teachers group is insufficient quantity, professional counterpart, teachers overall partial “aging”, lack of modern teaching skills, on the teaching land area and high quality equilibrium standard, many rural schools do not have enough money for the expansion of the school, professional biology, arts courses and other equipment number with the number of students can only maintain previous basic equilibrium standard.

2. School curriculum development and the number of high-quality teachers are insufficient

In terms of school curriculum development, it is necessary to pay attention to the local courses and school-based courses aimed at the inheritance and development of ethnic minority culture. At present, there are some characteristic local courses in Liangshan Prefecture in the compulsory education stage, but the development ability of each school is uneven, and there is no professional team in the county to compile the teaching materials with local characteristics. At the school level, very few schools have school-based characteristic courses. Some schools with characteristic courses have a single curriculum type, the number of bilingual teaching teachers in primary schools is insufficient, and the teaching methods of existing teachers remain in the single indoctrination of books. For the teaching effect, schools have not put forward a systematic evaluation system. Teaching is often superficial, and it is difficult for students to clarify the importance of national culture, and they do not know what aspects to carry forward the excellent national traditional culture.

In terms of the number of teachers, there is a shortage of “good” local teachers and an insufficient number of “bad” local teachers. After receiving their professional titles, teachers want to move to urban schools with convenient transportation and better treatment, which makes it difficult for remote areas to attract and retain excellent teachers. In addition, there are still substitute teachers in schools in remote areas. The number of physical education, art, English and labor teachers is seriously insufficient. The number of backbone teachers and the number of students is far from the high quality balance level, and the teaching task of teachers is heavy.

3. Lack of teacher guarantee system

First, in the past, the entry threshold of teachers in Liangshan Prefecture was relatively low. Many teachers graduated from non-normal majors, and their diplomas were mostly obtained through correspondence teaching, “three communication” and other ways, and directly converted to formal teachers after a certain teaching years. Second, on-the-job teacher training, many teachers reflect the training without effectiveness and pertinence, such as the culture, province culture learning is taught by the provincial expert teachers, individual expert teachers have a period of time teaching experience in ethnic areas, but with the era progress, ethnic areas education development and students learning is changing. Expert teachers take it for granted on the basis of big city students learn training, applied to ethnic minority areas is lack of pertinence, combined with the number of teachers in ethnic minority areas, a little ability of teachers often and administrative and teaching multiple positions, teachers physically and mentally exhausted to attend a few days or half a month of short-term training for the growth of teachers teaching knowledge and skills. Three is the country has vigorously develop teaching, talent introduction, “post” teacher plan, but was assigned to remote areas of teachers because don’t understand national language and lack of cognition of local national culture, in the teaching process, also easy to cause contradictions and conflicts between teachers and students, lack of faith teachers after stay full service period will choose to leave. Four is some good teachers after the introduction, like lost “highlights”, the local government and the school did not give attention, accommodation conditions, welfare treatment with local level teachers not too much difference, school leaders in humanistic care not do all, teachers’ on-the-job training opportunities, the good teachers in post glowing, for the long time, according to the needs of the maslow level theory, teachers in safety (security) and self realization two aspects are difficult to meet their own needs, will produce want to leave the idea.

4. Students have a special learning situation

Under the unified national standard, the teaching methods suitable for the region are summarized in China. Ethnic areas and big cities in students are different, one is the national areas student family conditions generally not good, the local economic development, residential traffic is not convenient, causing students narrow vision and information poverty, daily see more is the blue sky white clouds and other natural landscape, it is difficult to have the opportunity to go to the big city to understand life. Ethnic areas less high and new technology industry, students can come into contact with a good job is civil servants, teachers or doctors, but these jobs entry threshold is higher, looking around their parents farming or work will also have a life is very good, thus learning is not important or read nothing important extreme idea, most of them don’t know what is a really good job, what kind of. Second, minority students mostly use their own ethnic language or local dialects in their residence, which makes students feel unfamiliar with modern teaching equipment and book content, and they are also afraid of pronunciation and inaccurate pronunciation in the study of Putonghua and English. Three is ethnic areas is mountainous landscape, the local traffic inconvenience, live too far from school or entrance pressure students tend to choose campus, when boarding school can provide dormitory number is limited, many parents will choose near the school residents to rent dormitory, rent no life teacher standard behavior, students at night, affrays phenomenon frequently, students personal safety hidden danger, although the vast majority of the school has been organized on duty teacher and security for timing patrol around the school, but little effect. Over time of students weariness serious psychology, local teachers have simple knowledge of psychology, is taught by criticism, parents, integrity of youth rebellious students difficult to accept these education way, in the long run teachers and parents face students rebellious behavior has tired as, classroom “recessive dropout” phenomenon is serious. On the other hand, most students living in school adopt closed management, students eat, drink, live and

travel in school, parents work at home, they do not know how to guide and care for students' study and life, students lack family company and supervision, and are indifferent to family love. When carrying out the "free painting" activity with students, I found that some students painted their own kites, and their parents were holding kites. In the activity of "Write down their wishes", many students wrote about the words "I want to be admitted to high school, I don't want to disappoint my parents". And one of the students chat, because the parents work for a long time, for their learning situation is not very understanding, just said on the phone to "to study hard, to learn from the good brother and sister, to go to the state of high school", these often let her feel parents love is empty, they don't know their reading hard, just like a kite, traction and urged their "fly higher", in the face of school every year only about a third of the graduation rate, their psychological pressure, afraid of bad, more afraid to see their parents disappointed eyes.

3. Optimization strategy of high-quality and balanced development of county compulsory education

Due to the harsh natural environment, different customs and culture and other social factors, the economic level of developed areas. As a result, the development space of compulsory education is compressed, and the development of ethnic minority areas needs to be carefully planned and step by step. First of all, it is necessary to make clear the current situation of ethnic areas, study which development stages that ethnic areas will generally experience from the beginning to the basic realization of modernization, clarify the development characteristics, goals and tasks of each stage, and gradually complete them. We should attach importance to people-oriented, understand the internal reasons for the gap between urban and rural schools, and put forward effective countermeasures and suggestions recognized by local teachers, students and parents.

1. Improve the school leadership strength, and constantly promote the county management school employment

The school leadership is the "general leader" of the whole school, but also the decision maker of a school and the promoter of education work. Improve school leadership, first of all, from the selection of the principal employment, the national region education department in the organization experts principal assessment not only to education as a key, and a line of applicants, promotion resume and the evaluation basis, through examination, recommendation, campaign way to determine the principal. Second, to determine the principal team for pre-service training, training process should actively apply for industry experts or social outstanding professionals to training teachers, for example can hire local system of political science and law department leaders as school legal management training teachers, health system department leaders or as a school safety and health management training teachers, outstanding local entrepreneurs as a school financial management and investment training teachers, etc. According to the specific performance of each waiting principal during the training period, according to the allocation of the actual situation of different schools. Finally, after the principals take office, the county responsible departments should strictly implement the policy of county management school employment, regularly inspect the grass-roots level, so that the principals of schools in the county take turns to work in different schools, so that good principals can drive the development of poor schools, and the principals who lack of learning can learn and summarize experience in good schools. In addition, principals and excellent teachers should be regularly organized to conduct professional training, and in this process, schools are encouraged to share their teaching and management experience, and select excellent people from various industries for comments and suggestions. Actively guide excellent leaders or teachers of urban schools to investigate schools with weak management. After basically understanding the situation of local schools, they will discuss with school leaders and put forward school improvement strategies.

2. The government has increased financial support to ensure the guarantee of teachers

On the one hand, the school's hardware campus facilities and the introduction of software teachers all need financial support. There are few local entrepreneurs in ethnic minority areas, and students' families are generally not rich. Most of the school funds come from a single financial allocation, so it is difficult to achieve multi-channel financing or parents' allocation among urban schools. When the local government plans the education funds, it should hold a consultation meeting in advance, and select and send frontline teachers and administrators to attend the meeting, express their opinions, carefully listen to the opinions of many parties, and organize an expert group to negotiate the amount of funds allocated by each school. Due to the limited financial resources, the schools with financial difficulties should also send experts for field research and field investigation, and help the school to find multiple financing channels while conducting appropriate funding tilt. For rural schools with long-term incomplete facilities and equipment, the county government should make overall planning to encourage the use of facilities and equipment that can still be used normally to rural schools, while delaying the urgent need and reducing school expenses.

Teachers, on the other hand, the problem is a focus for decades, improve teachers priority when the local education departments to be familiar with the county schools teachers structure, quantity and degree, looking for normal school counterpart support way, the remote areas under the age of 45 by non-formal education degree of teachers to school for long-term (one year or more) off-job study. Secondly, for the problem of teacher training, we should regularly identify the front-line teachers of each school, understand the actual needs of teachers in different schools, summarize the results, select relevant training institutions for cooperation, and formulate complete scoring standards for the effectiveness of training, and the training can only be finished when the problems are actually solved. In the training process, we should strengthen the training of local teachers' Putonghua and information teaching skills, and integrate the community meaning of the Chinese nation and the excellent traditional culture of the characteristic nation into the training process, so that teachers can have an understanding of the national culture. Finally, humanistic care should be added to volunteer teachers, special post teachers and excellent teachers. Therefore, the flow and promotion of excellent teachers should be reasonably guided by changing school conditions, raising salaries and expanding development opportunities, so that excellent teachers can "attract, stay and teach well".

3. Actively research and develop characteristic courses, and improve the teacher assessment standards

Local curriculum and school-based curriculum are one of the courses with local characteristics. It is also the development of the present

era that ethnic areas can further feel their own national culture process and further develop the excellent traditional culture of the nation. The overall age structure of the backbone teachers in ethnic minority areas is older, the concept is relatively old, and the young teachers still have little experience, and they have insufficient understanding of the local culture. In general, teachers in ethnic minority areas lack the ability to compile teaching materials with local characteristics, With the help of the relevant departments, In the course of national or provincial training, Let the teachers learn what content that the qualified textbooks should have? After the retraining, To form aesthetic leaders with local backbone teachers as leaders in teaching experience, young teachers as innovation leaders, and represented by the Culture and Tourism Bureau or local art colleges, The preliminary framework of compiling textbooks, Local students local parents, After a full understanding of the local style, Groups to complete the corresponding part, For example, county M is famous for the Red Revolution, It is also a modern grain and fruit planting county, Should be integrated with the national development goals, Into the compilation of characteristic teaching materials, Finally, the expert teachers with teaching experience in ethnic areas for review, Keep correcting it.

4. Expand students' learning experience and establish a bridge of home-school cooperation

First, the government plays a leading role. Current social groups pay particular attention to education in national areas, national areas county government should grasp the opportunity, actively with city, community museum, science and technology museum, library, or excellent normal colleges, also can cooperate with enterprises, organize children in remote areas to visit the city, to the specific "good post" to visit, broaden students, enrich students' extracurricular life, understand a good job is what, what is, to inspire students to the mountain world, help students to better understand the textbook content but also can stimulate students' interest in learning. For long-term left-behind children at home, community or the village committee should set up warm left-behind children activity room, at the same time with the surrounding university or social loving people contact, to the club (village) to carry out volunteer activities, such as homework tutoring and inspirational life experience more novel topic, broaden students.

Second, attach importance to home-school cooperative education. A teacher often faces multiple students, but parents and children often present a many-to-one situation, and parents have innate advantages in children's education. Some parents in ethnic minority areas can not accompany their children to grow up, Insufficient understanding of the students' recent learning situation and daily psychological changes, While other parents who farm at home have lower levels of education, Do not understand the knowledge and methods of modern teaching, More is to indulge students in self-learning, self-supervision and self-progress, Lack of parents' companionship and norms, Cause ethnic area students youth strong rebellious heart, The phenomenon of "hidden dropout" is serious, For example, when students are at the bottom for a long time, Teachers with limited energy can not find each student's emotions in time, If there is a lack of correct guidance from the parents, Students' psychological weariness will be more serious, The phenomenon that students also do not want to study in school. The school should set up a home-school cooperation organization, and build a bridge of home-school cooperation to be included in the assessment standards of the class teachers, so as to reduce the situation of the class teachers fighting alone. Teachers with psychological knowledge give parents professional knowledge and skills to guide children to correct life and study, help parents understand the responsibilities at each stage and how to care for their children in the right way. Besides, and actively use modern communication means, for example, the head teacher and parents can see the status of students through class cameras, establish QQ and WeChat parent group to promote home-school cooperative education, so that parents can understand the recent dynamics and learning status, and students can also feel the care of parents to a certain extent. Boarding schools can also set up "mind communication rooms" with the help of the dormitory administrator center to facilitate students and parents to have video calls.

In a word, compulsory education is a public policy to promote the development of science, technology and culture in China, which is related to the major direction of the rapid development of our country. As a country with diversified nationalities, China can meet the educational and cultural needs of the region and embark on the road of strong country. The popularization of compulsory education cannot be separated from the cooperation of the people of all ethnic groups, strengthen the correct guidance of the Party, and fully implement the principles and policies of compulsory education. Compulsory education is the most critical link, we must lay a good foundation and lay a bright road for the development of compulsory education in ethnic minority areas in the new period!

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